

Tackling Common Core Literacy Standards in CTE Class: Best Practice from New Jersey Schools

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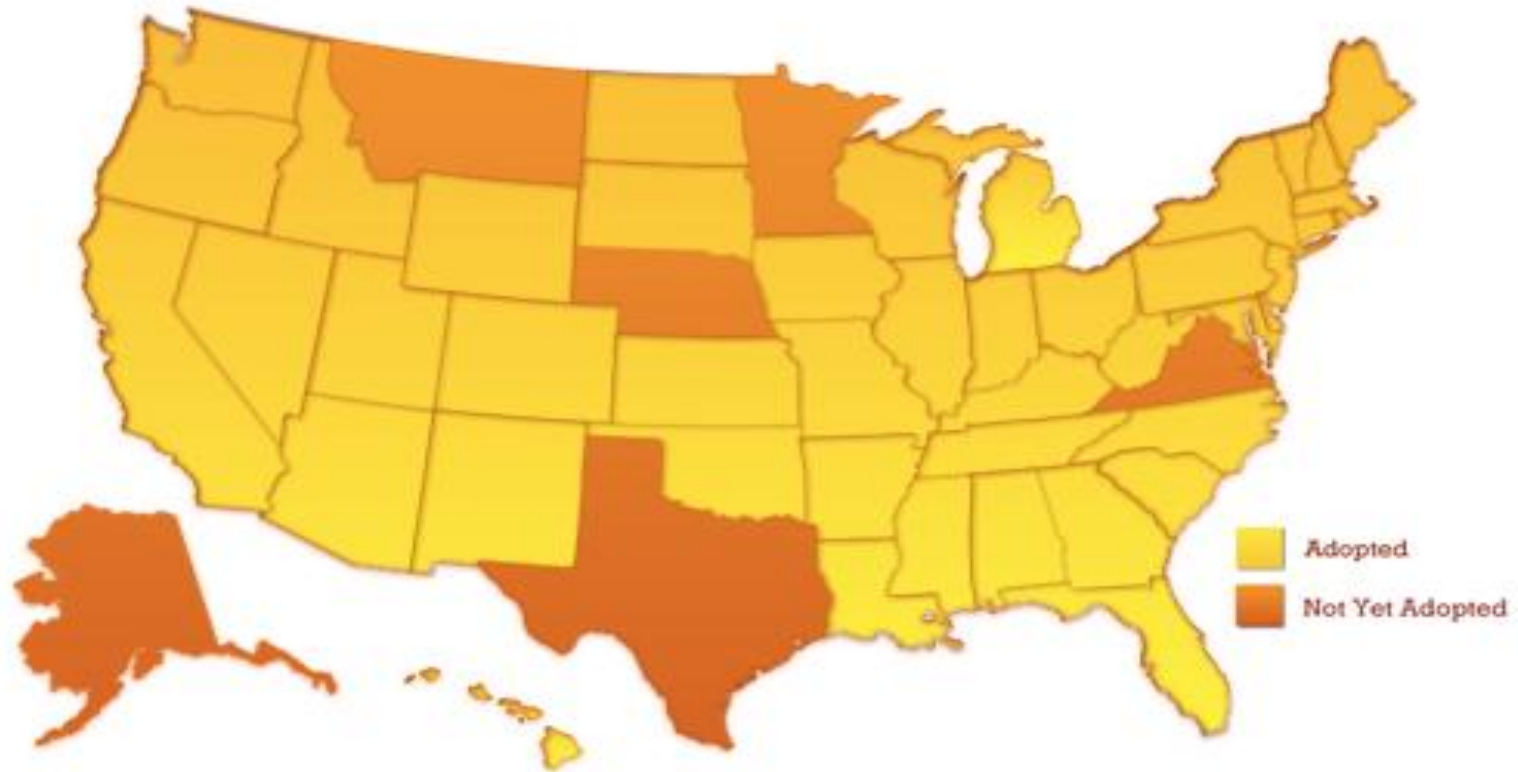
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**What literacy need, if met,
would make the most
improvement
on student achievement?**

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Common Core State Standards Now Shared by Most States



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As of 12/5/11: 46 states have adopted

They Define Literacy in Content Areas

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“While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to other content areas.”

www.corestandards.org

But We Need to Move ...

From blueprint to action!



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LDC Offers a Different Choice!

So teachers don't have to 'move from blueprint to action' alone.



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Cohort I Schools

4 County Technical Schools:

Atlantic County

Cumberland County

Middlesex County

Ocean County

4 Comprehensive High Schools

Lower Cape May Regional

Millville

Pemberton Twp.

Wildwood

18 CT teachers, 3 English teachers, 10 Administrators

Professional Development

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- Five full-day PD sessions on the design
- Two Coaching Visits on site
- Webinars on related topics
- Electronic feedback on development of tasks and modules

Improving Student Literacy:

What if?

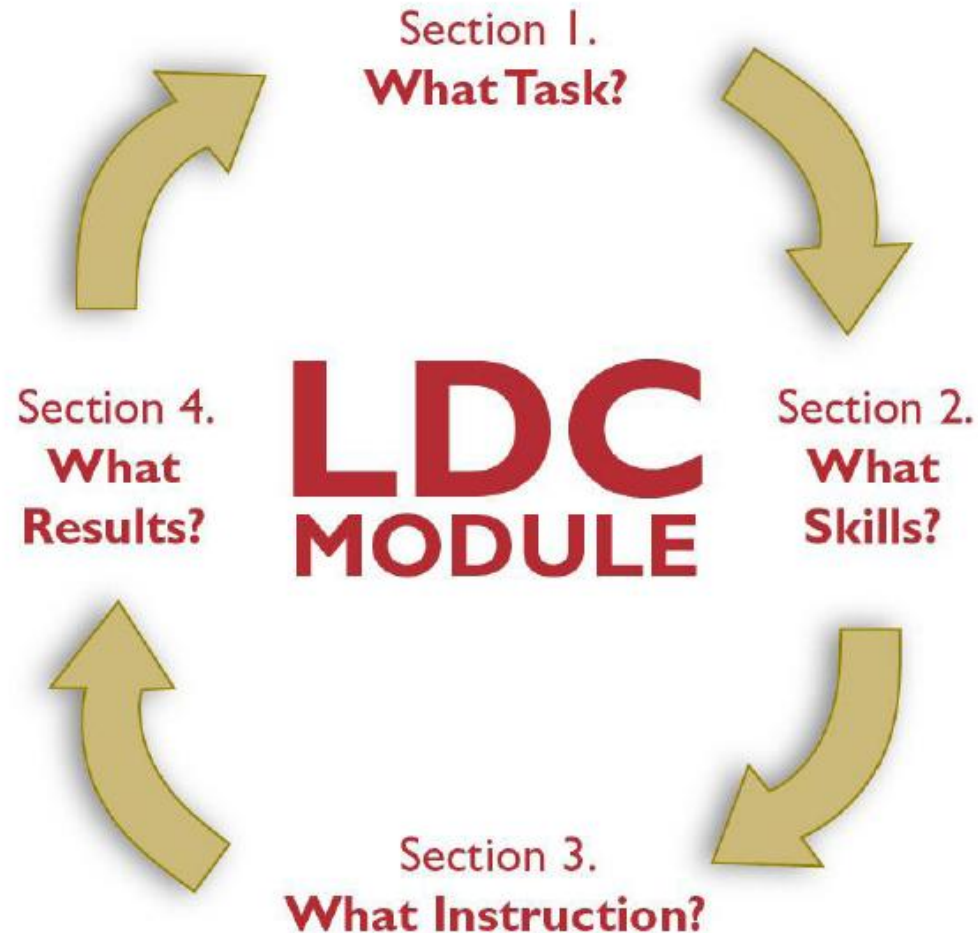
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- ...there was an easy design that's "core aligned?"
- ...the design applied across grade and subject?
- ...the assessments applied across grade and subject?

Would you try it?

Literacy Design Collaborative

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Literacy Design Collaborative (LDC) Goals

- To engage students in reading, comprehending, analyzing, interpreting, and responding to complex texts
- To align assignments to the College and Career Readiness Standards within the CCSS and to promote collaboration
- To help teachers personalize learning so that every student can master the CCSS
- To ensure that all students can be college and career ready



LDC Template Tasks

All LDC tasks require students to:

1. **Read**, analyze, and comprehend texts as specified by the Common Core
2. **Write** products (as specified by the Common Core) focusing on persuasion, informational/explanatory, and narrative
3. **Apply** Common Core literacy standards to content
(ELA, social studies, science, and/or CT)

Tasks are designed to ensure that students receive literacy and content instruction in rigorous academic reading and writing tasks that prepare them for success in college by the end of their high school career.

What are the LDC tools?

- **The bank of reading/writing tasks**
- **The module template**
 - **Tasks (linked directly to CCSS)**
 - **Skills**
 - **Instruction**
 - **Results**
- **Scoring rubrics**
- **Materials are adaptable to your own curriculum, reading and writing**

LDC Template Tasks Bank

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There are three main sections:

- 1. Argumentation**
- 2. Informational/explanatory**
- 3. Narrative**

Each section includes:

- Common core standards - the standards that apply uniquely to the section
- Template prompts - with content-added examples for all applicable content areas
- Generic rubric - applies to prompts in that section

The LDC Template Task Collection

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	Argumentation	Informational or Explanatory	Narrative
Definition	N/A	ELA, social studies, science, CTE	N/A
Description	N/A	ELA, social studies, science, CTE	ELA, social studies
Procedural-Sequential	N/A	social studies, science, CTE	ELA, social studies
Synthesis	N/A	ELA, social studies, science, CTE	N/A
Analysis	ELA, social studies, science, CTE	ELA, social studies, science, CTE	N/A
Comparison	ELA, social studies, science CTE	ELA, social studies, science CTE	N/A
Evaluation	ELA, social studies, science, CTE	N/A	N/A
Problem/Solution	social studies, science, CTE	N/A	N/A
Cause/Effect	social studies, science, CTE	Social studies, science, CTE	N/A

What types of writing go in the blanks on each template task?

Students are asked to write products established as essential for college readiness by the common core standards, products that argue, inform, explain, or narrate.

Essay	<i>Or substitute:</i> review, article, editorial, speech, proposal
Report	<i>Or substitute:</i> article, lab report, manual
Narrative	<i>Or substitute:</i> article, account, biography, play/script

Critical Focus	RESEARCH	READING
Definition	11. [Insert Critical Focus Question] After researching _____ (informational texts) on _____ (content), write a (report or substitute) in which you define and explain _____ (content). Support your discussion with evidence from your research.	12. [Insert Critical Focus Question] After reading _____ (informational texts) on _____ (content), write a (report or substitute) in which you define and explain _____ (content). Support your discussion with evidence the texts.
Description	13 [Insert Critical Focus Question] After researching _____ (informational texts) on _____ (content), write a (report or substitute) in which you describe _____ (content). Support your discussion with evidence from your research.	14.[Insert Critical Focus Question] After reading _____ (informational texts) on _____ (content), write an (essay, report or substitute) in which you describe _____ (content). Support your discussion with evidence the texts.
Procedural Sequential	15. [Insert Critical Focus Question] After researching _____ (informational texts) on _____ (content), write a (report or substitute) in which you relate how _____ (content). Support your discussion with evidence from your research.	16. [Insert Critical Focus Question] After reading _____ (informational texts) on _____ (content), write a (report or substitute) in which you relate how _____ (content). Support your discussion with evidence from the texts.
Procedural Sequential	17. [Insert Critical Focus Question] After researching _____ (informational texts) on _____ (content), developing a hypothesis and conducting an experiment examining _____ (content), write a laboratory report in which you explain your procedures, and results and confirms or rejects your hypothesis. What conclusions can you draw?	
Synthesis	18. [Insert Critical Focus Question] After researching _____ (informational texts) on _____ (content), write a (report or substitute) in which you explain _____ (content). Support your position with evidence from your research.	19. [Insert Critical Focus Question] After reading _____ (literature or informational texts) on _____ (content), write a/an(essay, report or substitute) in which you explain _____ (content). Support your position with evidence from the texts.
Analysis	20. [Insert Critical Focus Question] After researching _____ (informational texts) on _____ (content), write a (report or substitute) in which you analyze _____ (content), providing evidence to clarify your analysis.	21. [Insert Critical Focus Question]] After reading _____ (informational texts) on _____ (content), write a (report essay or substitute) in which you analyze _____ (content), providing evidence to illustrate or clarify your analysis.
Comparison	22. [Insert Critical Focus Question] After researching _____ (informational texts) on _____ (content), write a (report or substitute) in which you compare_____ (content). Support your position with evidence from your research.	23. [Insert Critical Focus Question] After reading _____ (literature or informational texts) on _____ (content), write a (report, essay or substitute) in which you compare_____ (content). Support your position with evidence from the texts.
Cause/ Effect	24. [Insert Critical Focus Question] After researching _____ (informational texts) on _____ (content), write a (report or substitute) in which you examine the causes of _____ (content) and explain the effects of _____ content. Support your position with evidence from the texts.	25. [Insert Critical Focus Question] After reading _____ (informational texts) on _____ (content), write a (report or substitute) in which you examine the causes of _____ (content) and explain the effects of _____ content. Support your position with evidence from the texts.

Sample Prompt to Set Standard Informational/Explanatory Prompt

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12. [Insert Critical Focus Question] After reading _____ (informational texts) on _____ (content), write a (report or substitute) in which you define and explain _____ (content). Support your discussion with evidence the texts.
(Informational/Definition)

Use textbook and one related text for reading

Teaching Tasks

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Teachers fill in the prompt, including:

- ★ The content of the task
- ★ Texts to read
- ★ Text students will write

Sample Completed Prompt

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12. Can you tell the difference in baked goods when you when it is low fat?

After reading articles on low fat, write report in which you define the good qualities of low-fat cooking and explain how you show these qualities in your work. Support your discussion with evidence from the text(s).
(Informational/Definition)

Culinary Arts

Informational Prompt

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12. What is the importance of the Vin# in the automotive repair industry? After reading associated chapters in your text and internet information on Vin numbers, write an essay in which you define Vehicle Identification Numbers and explain the variety of uses of the Vin # in auto repair. Support your discussion with evidence the texts.

Automotive (informational/Definition)

Informational Prompt

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13. How has technology enhanced your chosen career? After researching Internet sources on your selected career, write an MLA formatted report in which you describe how technology has enhanced the field. Support your discussion with evidence from your research.

	Informational Task
	Reading Standards: 1,2,7,9,10
R1	Cite Specific textual evidence to support analysis of science and technical texts - Analyze
R2	Determine the central ideas or conclusions of a text - Summarize
R7	Translate qualitative or technical information into visual form or visual forms into words
R9	Compare and Contrast findings presented in a text to findings from another source
R10	Read and Comprehend science/technical texts in the grade 9-10 complexity band (grade level)
	Writing Standards: 2,4,5,8,10
W2	Write information/explanatory texts including scientific procedures/experiments or tech processes
W4	Produce clear and coherent writing with appropriate development, organization, and style for task
W5	Develop and Strengthen writing (plan, revise, edit, rewrite or try new approach)
W8	Gather relevant information from multiple sources, assess sources, integrate information into text, avoid plagiarism,; follow standard citation format
W10	Write routinely over extended time frames and shorter time frames for a range of discipline specific task, purposes and audiences

Argumentative Task

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1. Which wood flooring type do you think would best suit the customer for the client? After reviewing the informational and opinion texts on wood flooring options, write a proposal in which you argue which flooring is best for your client. Support evidence from the texts. Be sure to acknowledge competing views.

Building Maintenance

Argumentative Task

SREB

2. Which product is more sustainable to construct a floor system of a home? After reading the provided sources and participating in enabling student activities to investigate dimensional lumber and EWP's, write an written engineer's report in which you address the question and argue for the better product, Support your position with evidence from the Be sure to acknowledge competing views.

Engineering

Argumentative Task

SREB

3. Do students have the same rights as adults? After reading *NJ v. T.L.O.* and an internet source, write an essay in which you compare this case to your role as a student and argue if the decision infringes on your fourth amendment rights. Support your position with evidence from the texts.

Argumentative/Comparison

Template Tasks

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Template tasks come with rubrics for scoring students' work and specifications of the Common Core State Standards the resulting tasks will address.

Some template tasks provide optional additions to the basic assignment, allowing teachers an additional way to vary the level of work students will create.

Teaching Tasks

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Teachers fill in the prompt, including:

- ★ The content of the task
- ★ Texts to read
- ★ Text students will write

Teaching Tasks

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Teachers also decide on:

- ★ What background information about the teaching task should be shared with students
- ★ Which state or local standards the teaching task will address
- ★ Whether and how to use an extension activity with the teaching task

Instructional Module

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A “set piece” template that identifies the literacy instruction that is included in the unit:

- What Instruction?
- What will the students do?
- How will you assess it?

Task Prompt#_____ (select from the list of template tasks) Task Prompt:					____Argumentative ____Informational/Explanatory ____Narrative
Literacy/Content Skills	Standard	Day #	What Instruction? How will you teach this skill?	Student Work What will students do to demonstrate their learning?	Assessment How will you assess that they have learned this skill? Formative/Summative
1.Preparing for the Task -Task Engagement____ -Task Analysis____ -Project Planning ____ -Content Skill ____					
2.Reading Process - Active Reading____ - Essential Vocabulary____ - Note-taking____ -Organizing ____ -Academic Integrity ____ -Content Skill ____					
3. Transition to Writing - Bridging____ - Organizing Thinking - Understanding the reading -Content Skill ____					
4. Writing Process -Prewriting ____ -Drafting ____ -Revising ____ -Editing_ -Content Skill ____					

What Results?

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Separate Scoring Rubrics for each of
the three types of writing

Seven Key Features of Writing: Key Elements

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Focus - Did student address the topic?

Reading/Research - Did student read?

Controlling Idea - Did student stay on topic?

Development - Did student support?

Organization - Did student include everything?

Conventions –(spelling, punctuation, citations)

Content Understanding - Did student learn and understand your content?

Overview of Scoring Levels

- Possible scores of 1 to 4
- Descriptors for each whole number score
- Option of using 1.5, 2.5, or 3.5 when, based on professional judgment, work is in between two descriptors
- Expectation of professional dialogue to move toward consensus on key expectations
- Modify Rubric elements to fit scope of assignment (holistic, analytic, grading)

What are CT Teachers Saying?

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How are students behaving differently?

“Talking more, drawing on personal experiences.”

“Engaged when encouraged, then most are proud of their work,”

“Students need to be shown strategies to achieve their writing goals.”

“They now realize that this is going to be part of my program and they are now willing to write.”

What are CT Teachers Saying?

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“As I progress and implement my practices, my students grow and cooperate with me. They become more passionate and engaged with each writing assignment!”

“Students have more depth of knowledge in the subject matter.”

“The more reasons you give students to ‘buy in’ on the importance of the process, the more engaged they become.”

But,...

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“They are complaining. They want more ‘shop time.’”

“Some are engaged, some less.”

Surprises? **What has been your biggest surprise so far?**

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“It’s not as hard as I thought it would be to meet the standards.”

“...that they did most of the work”

“...what some of my lower students are capable of.”

“I am incredibly pleased with the effort and results my students have given me.”

“Students will adapt.

“With more meaningful assignments, will return with more willingness to write.”

And the Administrators?

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What evidence that LDC is making a difference?

- Classroom observations of literacy infusion
- We will be meeting this summer to create modules and train staff in LDC in August
- Some higher test scores
- Students are no longer surprised that literacy is included in all subjects
- Reading and Writing leads to frustration, but later transfers to deeper engagement
- Students are better at articulating their content knowledge

How Do We Make This Work?

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This is not a “program” that, when applied, guarantees immediate results. Teaching is hard work. There must be the right conditions in schools for success

Cohort II Plans

Literacy Design Collaborative

High Schools That Work

Office of Career and Technical
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